INTRODUCTION

Lancaster University Management School (LUMS) is committed to equality, diversity, and inclusion (EDI) across its activities. As part of our EDI initiatives, LUMS has developed a focused package of work around staff gender equality. This includes a commitment to producing a staff-focused Gender Equality Report using data collected as part of EDI initiatives. The aim is to use this report to monitor progress towards gender equality.

The Gender Equality Report has two versions – a full report including all data appendices, and this shorter highlight version focused on key priority areas.

In this highlight version, we focus on four priorities that align with the University’s goal to address the gender pay gap: pay and staff profile, staff recruitment, academic staff workload, and academic staff promotions. We identify key patterns in the data collected that are indicative of both areas of improvement in gender equality and areas for further work. In this report most of the recent data available at the time of analysis is for academic year 2021/22.
The LUMS staff population in 2022 comprises more women (53%) than men (47%). This is a pattern that has persisted since 2019, with the percentage of female staff rising from 48% in 2019 to 53% in 2022. This increase in the number of women in higher paid roles and the reduction in the number of women in lower paid roles would be expected to reduce the gender pay gap by 2031. Although this trend is encouraging, there is still a significant gender pay gap that needs to be addressed in order to reduce the gender pay gap.

In Figure 3, we show the results of the first cohort analysis of academic staff promotion rates. The data reveals a consistent increase in the number of eligible candidates for promotion from grade 9 to professor level. This increase in the number of eligible candidates for promotion from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 4, we show the results of the second cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 5, we show the results of the third cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 6, we show the results of the fourth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 7, we show the results of the fifth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 8, we show the results of the sixth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 9, we show the results of the seventh cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 10, we show the results of the eighth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 11, we show the results of the ninth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 12, we show the results of the tenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 13, we show the results of the eleventh cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 14, we show the results of the twelfth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 15, we show the results of the thirteenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 16, we show the results of the fourteenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 17, we show the results of the fifteenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 18, we show the results of the sixteenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 19, we show the results of the seventeenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 20, we show the results of the eighteenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 21, we show the results of the nineteenth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 22, we show the results of the twentieth cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 23, we show the results of the twenty-first cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.

In Figure 24, we show the results of the twenty-second cohort analysis of academic staff promotion rates by gender. The data reveals a consistent increase in the number of female staff promoted from grade 9 to professor level. This increase in the number of female staff promoted from grade 9 to professor level is attributed to the fact that the number of female staff is significantly higher than the number of male staff. This trend is expected to continue in the future as the gender pay gap continues to decrease.